DOCUMENT RESUME

ED 482 186 JC 030 625

TITLE	Program Evaluation of the Associate of Arts Degree. Revised.
PUB DATE	2003-01-00
NOTE	46p.; Prepared by Holmes Community College (Goodman, MS).
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Community Colleges; Educational Research; School Statistics; School Surveys; Schools; Student Characteristics; Student Needs; Student Surveys; Two Year Colleges

ABSTRACT

This document is the program evaluation of the associate of Arts Degree in Holmes Community College (Mississippi) that was completed in 2001. The Southern Association of Colleges and Schools mandate the evaluation so that all colleges have the opportunity to evaluate themselves and use the results of the evaluation to improve instruction. The academic department chairs and the Office for Academic Programs initiated the project. The focus of the project is on academic core courses. The evaluation began with the administration of tests in the following areas: (1) reading and writing; (2) oral communication; (3) mathematics; (4) natural sciences; (5) general chemistry II and physical sciences; (6) social/behavior science, humanities, and fine arts: Sociology; (7) social/behavior science, humanities, and fine arts: music appreciation; (8) social/behavior science, humanities, and fine arts: visual art; and (9) computer science. After the data was organized, the faculty located the areas with the lowest scores and activities were written to improve these student outcomes with the greatest deficiencies. The overall goal of the report is to improve the academic educational program at Holmes Community College through self-evaluation that leads to future improvements. Contains numerous tables. (Author/MZ)

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January, 01; Revised January, 02; Revised January, 03

PROGRAM EVALUATION OF THE ASSOCIATE OF ARTS DEGREE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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What is the Program Evaluation of the Associate of Arts Degree?

The Southern Association of Colleges and Schools requires all colleges to evaluate each degree program and to use the results of the evaluation to improve instruction. Since students in all academic programs receive the same degree (i.e. AA Degree), the academic department chairs and the Office for Academic Programs spearheaded the process. Also, since all graduates must complete the academic core, the evaluation's focus is on those courses within the core.

What were the steps involved in getting the process started?

1. In the 1999 fall semester the Vice-President for Academic Programs, the academic department chairs and representatives of the academic faculty constructed and edited the Student Outcomes. (This document indicates the expected acquired knowledge and skills of a graduate of HCC. See Attachment I.)
2. Department chairs and academic faculty members identified courses containing these student outcomes.
3. Key courses were selected to administer the evaluations.
4. Department chairs and faculty members constructed evaluation instruments particular to their discipline.

How was the evaluation organized?

With the evaluation instruments in place, the instructors administered these instruments in the following manner:

1. Goal 1: Reading and Writing – Evaluations were initially given in ENG 1123-English Composition II in spring 2000.
2. Goal 2: Oral Communication – Evaluations were initially given in SPT 1113-Oral Communication in fall 1999.
3. Goal 3: Mathematics – Evaluations were initially given in MAT 1313-College Algebra in spring 2000.
4. Goal 4: Natural Sciences – Evaluations were initially given in BIO 1114-General Biology I for Non-Majors, BIO 1134-General Biology I for Majors, BIO 1144-General Biology II for Majors, BIO 2414-Zoology I, BIO 2424-Zoology II, CHE 1223-General Chemistry II and PHY 2254-Physical Science Survey II.
5. Goal 5: Social/Behavioral Science, Humanities and Fine Arts (History) – Evaluations were initially given in HIS 1123-Western Civilization II and HIS 2223-American History II.

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6. Goal 5: Social/Behavioral Science, Humanities and Fine Arts (Sociology) – Evaluations were initially given in SOC 2113-Sociology.
7. Goal 5: Social/Behavioral Science, Humanities and Fine Arts (Music) – Evaluations were initially given in MUS 1113-Music Appreciation.
8. Goal 5: Social/Behavioral Science, Humanities and Fine Arts (Visual Art) – Evaluations were initially given in ART 1113-Art Appreciation.
9. Goal 6: Computer Science – Evaluations were initially given in CSC 1113-Introduction to Computer Concepts and CSC 1123-Microcomputer Applications.

What were the results of the initial evaluations?

The table that follows indicates the scores on the different areas of the Student Outcomes.

DATA COLLECTION FOR PROGRAM EVALUATION ASSOCIATE OF ARTS DEGREE

Goal 1: Reading and Writing			
Number of Students in Study	314	**Semester/Year**	Sp. 2000
Maximum Number of Points for Learning Outcome 1.A. (Write Correct English)			10
Average Score for Learning Outcome 1.A.			5.83/**58%**
Maximum Number of Points for Learning Outcome 1.B. (Read Critically)			5
Average Score for Learning Outcome 1.B.			4.41/**88%**
Maximum Number of Points for Learning Outcome 1.C. (Utilize Field and/or Library Research)			5
Average Score for Learning Outcome 1.C.			3.74/**75%**
Maximum Number of Points for Evaluation of Goal 1.			20
Average Score for Goal 1.			13.98/**70%**
Goal 2: Oral Communication			
Number of Students in Study	**384**	Semester/Year	**Sp. 2000**
Maximum Number of Points for Learning Outcome 2.A. (Organize Materials)			50
Average Score for Learning Outcome 2.A.			43.4/**87%**
Maximum Number of Points for Learning Outcome 2.B. (Delivery Skills)			50
Average Score for Learning Outcome 2.B.			40.6/**81%**

Maximum Number of Points for Evaluation of Goal 2.			100
Average Score for Goal 2.			84.0/**84%**
Goal 3: Mathematics			
Number of Students in Study	251	**Semester/Year**	Sp. 2000
Maximum Number of Points for Learning Outcome 3.A. (Arithmetic and Algebraic Skills)			6
Average Score for Learning Outcome 3.A.			4.5 / **75%**
Maximum Number of Points for Learning Outcome 3.B. (Apply Skills and Graphical Analyses)			4
Average Score for Learning Outcome 3.B.			2.9 / **72%**
Maximum Number of Points for Learning Outcome 3.C. (Solve Everyday Problems)			4
Average Score for Learning Outcome 3.C.			3.4 / **85%**
Maximum Number of Points for Evaluation of Goal 3.			14
Average Score for Goal 3.			10.8 /**77%**
Goal 4: Natural Sciences			
Number of Students in Study	**284**	Semester/Year	**Sp. 2000**
Maximum Number of Points for Learning Outcome 4.A. ((Use Scientific Method)			3
Average Score for Learning Outcome 4.A.			2.7/**90%**
Maximum Number of Points for Learning Outcome 4.B. (Critical Thinking and Problems Solving)			5
Average Score for Learning Outcome 4.B.			3.2/**64%**
Maximum Number of Points for Evaluation of Goal 4.C (Mathematical/Graphical Presentation of Scientific Information)			2
Average Score for Learning Outcome 4.C.			.88/**44%**
Maximum Number of Points for Evaluation of Goal 4.			10
Average Score for Goal 4.			6.7/**67%**
Goal 5: SS/BS, Hum, Fine Arts (History)			
Number of Students in Study	487	**Semester/Year**	Sp. 2000
Maximum Number of Points for Learning Outcome 5A. (Distinguish One Culture from Another)			1
Average Score for Learning Outcome 5.A.			.66 /**66%**
Maximum Number of Points for Learning Outcome 5.B. (Cultural Heterogeneity of USA)			2

Average Score for Learning Outcome 5.B.	.99 /49%
Maximum Number of Points for Learning Outcome 5.C. (Major Historical Events)	5
Average Score for Learning Outcome 5.C.	3.79 /76%
Maximum Number of Points for Learning Outcome 5.D. (Cultural Values in Artistic Expression)	2
Average Score for Learning Outcome 5.D.	.82 /41%
Maximum Number of Points for Evaluation of Goal 5.	10
Average Score for Goal 5.	6.26 /63%

Goal 5: SS/BS, Hum, Fine Arts (Sociology)			
Number of Students in Study	99	**Semester/Year**	Sp. 2000
Maximum Number of Points for Learning Outcome 5A. (Distinguish One Culture from Another)			8
Average Score for Learning Outcome 5.A.			6.63 /83%
Maximum Number of Points for Learning Outcome 5.B. (Cultural Heterogeneity of USA)			2
Average Score for Learning Outcome 5.B.			1.78 /89%
Maximum Number of Points for Evaluation of Goal 5.			10
Average Score for Goal 5.			8.41 /84%

Goal 5: SS/BS, Hum, Fine Arts (Music)			
Number of Students in Study	26	**Semester/Year**	Sp. 2000
Maximum Number of Points for Learning Outcome 5A. (Distinguish One Culture from Another)			3
Average Score for Learning Outcome 5.A.			2.31/ 77%
Maximum Number of Points for Learning Outcome 5.B. (Cultural Heterogeneity of USA)			4
Average Score for Learning Outcome 5.B.			2.73/ 68%
Maximum Number of Points for Learning Outcome 5.C. (Major Historical Events)			1
Average Score for Learning Outcome 5.C.			.77 / 77%
Maximum Number of Points for Learning Outcome 5.D. (Cultural Values in Artistic Expression)			3
Average Score for Learning Outcome 5.D.			1.73/58%
Maximum Number of Points for Evaluation of Goal 5.			11
Average Score for Goal 5.			7.54/69%

Goal 5: SS/BS, Hum, Fine Arts (Visual Arts)			
Number of Students in Study	27	**Semester/Year**	**Sp. 2000**
Maximum Number of Points for Learning Outcome 5.D. (Cultural Values in Artistic Expression)			10
Average Score for Learning Outcome 5.D.			8.67 /**87%**
Maximum Number of Points for Evaluation of Goal 5.			10
Average Score for Goal 5.			8.67 /**87%**
Goal 6: Computer Science			
Number of Students in Study	141	**Semester/Year**	Sp. 2000
Maximum Number of Points for Learning Outcome 6.A. (Terminology)			100
Average Score for Learning Outcome 6.A.			75/**75%**
Maximum Number of Points for Learning Outcome 6.B. (Word Processing)			100
Average Score for Learning Outcome 6.B.			91/**91%**
Maximum Number of Points for Learning Outcome 6.C (Internet)			100
Average Score for Learning Outcome 6.C			94/**94%**
Maximum Number of Points for Evaluation of Goal 6.			300
Average Score for Goal 6.			260/**87%**

How were the results of the evaluation used?

After the data was organized, the faculty members located the areas with the lowest scores. Activities were written to improve these student outcomes with the greatest deficiencies. You may look at Attachment II for a detailed look at the activities for each discipline. The focal areas are listed below.

Goal	Department/Discipline	Focal Area
#1: Reading & Writing	English	A. Demonstrate ability to write in clear and grammatically correct English
#2: Oral Communication	Speech/Drama	B. Demonstrates delivery skills appropriate to the audience and occasion.

#3: Mathematics	Mathematics	B. Applies mathematical skills to other disciplines, and analyzes and draws conclusions from graphical presentation of data.
#4. Natural Sciences	Biology, Chemistry, Physics	C. Demonstrates ability to interpret mathematical and graphical presentation of scientific information.
#5. Social/Behavioral Sciences, Humanities, Fine Arts	History	D. Demonstrates knowledge of cultural values as articulated in artistic expression.
#5. Social/Behavioral Sciences, Humanities, Fine Arts	Sociology	A. Recognizes the concept of culture and the key factors that distinguish one culture from another.
#5. Social/Behavioral Sciences, Humanities, Fine Arts	Music	D. Demonstrates knowledge of cultural values as articulated in artistic expression.
#5. Social/Behavioral Sciences, Humanities, Fine Arts	Visual Arts	D. Demonstrates knowledge of cultural values as articulated in artistic expression.
#6. Computer Science	Computer Science	A. Demonstrates knowledge of basic computer terminology.

Do the departments issue a report during the cycle?

During the cycle the faculty and chair of each department submit an interim report that presents progress on activities and/or any data collection.

What is the real value of this process?

The real value of the process is to improve the academic educational program at Holmes Community College. The evaluation of the AA Program is a cyclic or an ongoing process. The academic departments have completed two cycles, and they are now able to compare and contrast their findings. (See Attachment II, representing a Report Schedule for each goal, for the two complete cycles.)

ATTACHMENT I

HOLMES COMMUNITY COLLEGE
AA DEGREE - GENERAL EDUCATION PROGRAM

Holmes Community College incorporates a biennial cycle of assessment of the AA - General Education Program. The purpose of assessment is:

- To define the Goals and Student Outcomes of the program (i.e. to specify both the Goals of the General Education Program in its entirety and the more specific knowledge, abilities, and attitudes that students should attain as a result of completing the General Education Program).
- To measure the degree to which students are attaining the knowledge, abilities, and attitudes.
- To use the results of the measurements articulated by the Student Outcomes to improve the General Education Program.

STUDENT OUTCOMES

A student who is completing the requirements for the Associate of Arts Degree and has taken the academic courses contained within the General Education Program from Holmes Community College:

Goal 1: **Reading and Writing**

Is able to read and write.

A. Demonstrates ability to write in clear and grammatically correct English.
B. Demonstrates ability to read critically and analytically
C. Demonstrates ability to utilize field and/or library research.

Goal 2: **Oral Communication**

Is able to demonstrate oral communication skills.

A. Demonstrates ability to organize and present oral arguments with supporting materials.
B. Demonstrates delivery skills appropriate to the audience and occasion.

Goal 3: **Mathematics**

Is able to demonstrate and apply computational skills.

A. Demonstrates basic arithmetic and algebraic skills.
B. Applies mathematical skills to other disciplines, and analyzes and draws conclusions from graphical presentation of data.
C. Uses mathematics to solve everyday problems.

Goal 4: **Natural Sciences**

Understands the fundamental concepts and methods of the natural sciences.

A. Demonstrates knowledge of the applications and limitations of the scientific method of inquiry and recognizes a properly designed scientific study.
B. Demonstrates critical thinking and problem solving skills.
C. Demonstrates ability to interpret mathematical and graphical presentation of scientific information.

Goal 5: **Social/Behavioral Sciences, Humanities, and Fine Arts**

Recognizes and comprehends differences among cultures and the significance of the arts and humanities.

A. Recognizes the concept of culture and the key factors that distinguish one culture from another.
B. Recognizes the cultural heterogeneity of the United States by demonstrating knowledge of its racial, ethnic, and religious diversity.
C. Demonstrates knowledge of major historical events.
D. Demonstrates knowledge of cultural values as articulated in artistic expression.

Goal 6: **Computer Science**

Is competent in the basic use of computers.

A. Demonstrates knowledge of basic computer terminology.
B. Demonstrates ability to run a word processing program to produce a standard document.
C. Demonstrates ability to use the Internet.

ASSESSMENT MEASURES

The Assessment Measures will consist of test modules constructed by academic department chairs and selected faculty members.

ATTACHMENT II

REPORTING SCHEDULE
AA PROGRAM EVALUATION

A. Department Information

1. Name of Department – **English and Reading**
2. Discipline/s – **English**
3. Date of this Submission – **October 12, 2002**

B. Learning Outcomes

1. Goal Number & Title – **# 1 Reading and Writing**
2. Last Date of Revision – **Fall, 1999**
3. Next Date of Revision – **Fall, 2009**

C. Evaluation Instrument/s (Completed Fall, 1999)

1. Description of Instrument/s – **A multiple-choice test on English Skills, Reading, and Library Skills.**
2. Courses to Administer Instrument/s – **ENG 1123–English Composition II**
3. Initial Date of Administration – **Spring 2000**
4. Second Date of Administration – **Spring 2002**
5. Next Date of Administration – **Spring 2004**

D. Results of Initial Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2000)

Goal 1: Reading and Writing			
Number of Students in Study	314	Semester/Year	Sp/2000
Maximum Number of Points for Learning Outcome 1.A.			**10**
Average Score for Learning Outcome 1.A.			**5.83/58.3%**
Maximum Number of Points for Learning Outcome 1.B.			**5**
Average Score for Learning Outcome 1.B.			**4.41/88.2%**
Maximum Number of Points for Learning Outcome 1.C.			**5**
Average Score for Learning Outcome 1.C.			**3.74/74.8%**
Maximum Number of Points for Evaluation of Goal 1.			**20**
Average Score for Goal 1.			**13.98/69.9%**

E. Focal Learning Outcome for Initial Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.) **Learning Outcome 1.A. Demonstrates ability to write in clear and grammatically correct English.**

F. Activities to Improve Instruction (Due Date: Oct 12, 2000)

The results of the Program Evaluation Assessment given in the spring of 2000 indicate that our students are deficient in writing skills. Thus, to improve the students' performance in this area, English Composition instructors will place additional emphasis on teaching grammatical concepts. Instructors will give follow up tests and will retest students who perform poorly until they have mastered the skill being taught. Instructors will use teaching and testing techniques appropriate for their classes. At the faculty meeting in the fall of 2001, the English instructors will discuss the results of the department's grammar instruction.

G. Interim Report (In narrative form give the status of your activities, give a list and description of any new activities that you have implemented, and/or any data you have collected. Due Date: Oct 13, 2001)

The results of the assessment measure given to our students at the end of English Composition II in the spring of 2000 show their greatest deficiency is in English skills. Therefore, we have concentrated on teaching grammar and usage skills more actively than before.

All of our English teachers have designed activities and exercises to improve our students' writing skills. We have experienced varying degrees of success. We reuse strategies that work and continue to try new approaches.

The teachers on the Goodman campus have used these strategies:

Instructor A marks all errors on her students' papers. She names major errors; then she goes from desk to desk asking students whether they have any questions.

Instructor B has given her students in Comp I and Comp II weekly grammar assignments for the *Brief Holt Handbook.*. Students were told to study the rules and explanations before completing the exercises. Students who failed the exercises were asked to rework the assignment. Instructor B also discussed the errors she observed in student essays.

After receiving their first papers, Instructor C made up a worksheet of her students' errors. She gave this to her classes as a quiz. The first time she gave it, 2 out of 48 passed with a 90 or better. A few weeks later after study and review, Instructor C gave the test again. This time, 6 out of 48 passed. After another review and retest, 14 out of 48 made a 90 or better. Then the test was given again, and 42 out of 48 made a 90 or better.

In Comp I and Comp II, Instructor D has students correct all grammatical/mechanical mistakes on returned papers, either in class or preferably in conference with him. Time constraints have prevented him from doing conferences for every paper, but he plans to continue this practice wherever is feasible. He believes one-on-one instruction is the only long term solution to these grammar weaknesses. Also, he plans to have students in the future use the St. Martin's website to review grammar.

On the Grenada campus, Instructor E has designed a successful strategy for her composition students. When she grades her students' papers, she uses proofreading signs. The students then correct their papers, writing the grammar rule governing each error the number of times they made the error. Instructor E gives ½ point credit for each error that has been corrected.

On the Ridgeland campus Instructor F uses a number of techniques. She gives a diagnostic test mainly as a grammar review early in Comp I. She concentrates on weak areas she has observed. Often she makes worksheets from the students' papers. She review grammar rules the students have not mastered and tests and sometimes retests on these. Also, she marks student errors and lets students correct these for extra points. She encourages students to use the St. Martin's Exercise Central on the Internet.

Instructor G in Ridgeland requires students to correct errors in their essays. She has them do worksheets on grammar skills in class. She also tests on punctuation. Extra credit is given to students for completing additional practice exercises from the Internet.

Instructor H in Ridgeland has her students complete five grammar worksheets for each essay assigned. Students who make errors in essays complete additional grammatical worksheets on the errors committed.

H. Second Date of Evaluation - (Spring, 2002)

I. Results of Second Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2002)

Goal 1: Reading and Writing			
Number of Students in Study	326	Semester/Year	Sp/2002
Maximum Number of Points for Learning Outcome 1.A. (English Skills)			**10**
Average Score for Learning Outcome 1.A.			**5.91/59.1%**
Maximum Number of Points for Learning Outcome 1.B. (Reading)			**5**
Average Score for Learning Outcome 1.B.			**4.22/84.4%**
Maximum Number of Points for Learning Outcome 1.C. (Library Skills)			**5**
Average Score for Learning Outcome 1.C.			**3.89/77.7%**
Maximum Number of Points for Evaluation of Goal 1.			**20**
Average Score for Goal 1.			**14.01/70.1%**

J. Focal Learning Outcome for Second Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.) **Learning Outcome 1.A. Demonstrates ability to write in clear and grammatically correct English.**

K. Activities to Improve Instruction (Due Date: Oct 12, 2002)

Each instructor will use the results from this assessment to pinpoint areas he/she needs to work on. As a department, we will focus on Learning Outcome 1.A. Although learning Outcome 1. A., was up .8 from spring 2000, it is still our students' weakest area. We will use a variety of teaching strategies, such as grammar review and exercises, to address this weakness. In particular, we will make use of on-line resources, especially "Exercise Central," which accompanies our textbook. We will also work towards establishing a Writing Center where students can get extra help with writing. The Ridgeland instructors attended a workshop at Millsaps College in September on establishing writing centers. They gained much insight into the many benefits that writing centers can offer and the many ways writing centers can be designed.

REPORTING SCHEDULE
AA PROGRAM EVALUATION

A. Department Information

1. Name of Department – **English and Reading**
2. Discipline/s – **Oral Communication**
3. Date of this Submission – **August 15, 2002**

B. Learning Outcomes

1 Goal Number & Title – **#2 Oral Communication**
2. Last Date of Revision – **Fall, 1999**
3. Next Date of Revision – **Fall, 2009**

C. Evaluation Instrument/s (Completed Fall, 1999)

1. Description of Instrument/s – **A Persuasive Speech Evaluation. The Evaluation is bases on the students ability to formulate a well written speech that is organized, contains well researched content, and has a well written introduction, body and conclusion. The evaluation also examines the students use of eye contact, gestures, vocal ability and language skills. The speech presentation has a 5-6 minute time expectancy. The evaluation also requires the student to record his / her practice record.**

2. Courses to Administer Instrument/s – **SPT 1113 Oral Communication**
3. Initial Date of Administration – **Fall 1999**
4. Second Date of Administration – **Fall 2001**
5. Next Date of Administration – **Fall 2003**

D. Results of Initial Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: January 15, 2000)

Goal 2: Oral Communication			
Number of Students in Study	**384**	**Semester/Year**	**Fall/99**
Maximum Number of Points for Learning Outcome 2.A.			**50**
Average Score for Learning Outcome 2.A.			**43.4/86.8%**
Maximum Number of Points for Learning Outcome 2.B.			**50**
Average Score for Learning Outcome 2.B.			**40.6/81.2%**
Maximum Number of Points for Evaluation of Goal 2.			**100**
Average Score for Goal 2.			**84.0/84.0%**

E. Focal Learning Outcome for Initial Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.)

Learning Outcome 2.B. Demonstrates delivery skills appropriate to the audience and occasion.

F. Activities to Improve Instruction (Due Date: Mar 12, 2000)

After analyzing the results, the area of concentration we are most deficient in is oral delivery. The most noticeable weakness is that students are having difficulty meeting the assigned time limit. Students tend to go overtime, and in most instances, are severely under the time limit.

In order to correct this weakness, a larger range of oral work will be added to daily class periods in regard to daily assignments. Any written assignments will be presented orally to improve overall delivery. If the student must speak aloud in class in small increments on a daily basis, they will become less fearful when the time expectation is increased. The hope is to see noticeable improvement in the areas of the student's grammar, diction, volume, eye contact and vocal expression. The instructor will award the student a check plus for successful delivery, a check for average delivery and a check minus for below average delivery in regard to their daily oral work. The instructor will give the student a form by midterm of the semester, so that the student will be aware of what aspects of delivery they must improve on to be successful in the delivery of their major speech presentations.

In order to facilitate students being more successful in their time expectation, students will bring materials of their choice to class that they think will fill a time limit of 3-5 minutes. These selections will be timed in class. This activity will show the students how much material they will need when they are asked to deliver a 5-minute presentation.

The new evaluation forms will include blank lines for students to record the practice times they did in preparing for the delivery of their speech to meet the expected time limit.

Late penalty (if a student does not deliver their speech on the assigned day) should be deducted afterwards and not included in these scores submitted for evaluation.

G. Interim Report (In narrative form give the status of your activities, give a list and description of any new activities that you have implemented, and/or any data you have collected. Due Date: Mar 13, 2001)

Instructor A: Students presented a very informal non-graded Get Acquainted speech where they shared information about themselves with each other. I emphasized that they would be more relaxed speaking before each other if they perceived their classmates as friends rather than audience members. This first speaking experience was followed up with additional activities to allow practice in delivery. Each activity was graded and students received grade sheets that provided impute on delivery deficiencies. These activities constitute the following combination grade: Campaign speech-15 points; Favorite Pastime speech-27 points; Demonstration speech-48 points; 2 impromptu speeches at 5 points each for a total of 100 points. I also utilize peer evaluation of delivery. Following each speech, classmates write one sincere, specific praise and one sincere "you need to improve the most" comment on a piece of paper and pass it to the speaker. I've found this activity to be very beneficial in helping to improve delivery. I have not done a small group project, but I plan to try one next semester as part of the combination grade.

The results of these activities are varied. Some students have shown improvement on delivery and appear poised and confident while others are nervous and less comfortable with the speaking situation. I have a grade for each student on each activity but no statistical information on individual student improvement.

I emphasize that staying within the time limit is a must for efficient use of classroom time. I deduct a penalty for being undertime or overtime. Most students manage to speak within the time limit unless they are unprepared or experience speech anxiety. I have not done the reading activity as yet, but I can do that before the end of the semester. I have not noticed that my students are having a great deal of difficulty with the time limit.

Instructor B: Students seem to be showing some improvement in being able to deliver their speeches during the time allotted. I added a practice activity whereby the students split up with partners and time each other on the material they select to read. When I asked for a show of hands as to how many students were successful within the time range, approximately 75 percent indicated they succeeded.

I also changed the order of speeches normally assigned and included a "buddy speech" as their first speech to help students feel more comfortable. The first time students stand in front of a group they are usually more nervous and extremely anxious. Allowing them to have their buddy stand at the front of the room with them and introduce them to the class seems to alleviate some of their fears and stress. I try to use humor and tell them their buddy is there to hold their hand, rub their back, or catch them if they feel faint. This usually gets a few chuckles from the group.

I give an informal evaluation to my students after their "baby speeches." ("Baby speeches" are shorter practice speeches that are not graded. Students receive check

marks for these and cannot do major speeches for a grade until all baby speeches have been completed.) This seems to be very successful. At the beginning of the semester I had several students who thought they were speaking for 3 minutes but realized they spoke either too little or too long. By the third speech most of the students were able to speak within the time range. As an added bonus, I noticed that several students with very soft voices got much louder. I expect them to do very well on delivery on the major speeches we will start next week.

I have explained in detail to the students the importance of having at least six practice sessions before giving a speech. We spent an entire class period going over the Persuasive Speech Evaluation form and discussed in detail each category for evaluation.

Instructor C: Oral presentations in class designed improve the students overall comfort level for speaking in front of a group, have produced varied results. The students all report different levels of comfort/nervousness when speaking in front of the class. Working in small groups and then presenting the group work orally to the class seems to have produced the best results. The students gain a sense of comfort from working closely with a group of classmates so that the environment is a bit less threatening when presenting the project to the remainder of the class.

The attention given to the time requirements of speeches has had positive results. The majority of student speeches met the time requirements in an adequate manner. Many of those that fell under the time requirement reported that nervousness in delivery caused them to rush and skip over material. Often, the short length of student speeches can clearly be attributed to the lack of adequate preparation which is evidenced by a poor preparation outline.

Each student has been informed on which aspects of his or her particular delivery style needs work. Follow up comments will be provided with special attention to any attempts at improving in the areas that were lacking. We will soon be viewing the video clips of student speeches that accompanied our textbook. This activity, in addition to ongoing class discussion regarding appropriate delivery will provide students with a clear idea of what comprises acceptable/effective delivery of a classroom speech.

H. Second Date of Evaluation - (Fall, 2001)

I. Results of Second Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: January 15, 2002)

Goal 2: Oral Communication			
Number of Students in Study	318	Semester/Year	Fall/01
Maximum Number of Points for Learning Outcome 2.A.			50
Average Score for Learning Outcome 2.A.			43.2/86.5%
Maximum Number of Points for Learning Outcome 2.B.			50
Average Score for Learning Outcome 2.B.			43.0/86.0%
Maximum Number of Points for Evaluation of Goal 2.			100
Average Score for Goal 2.			86.2/86.2%

J. Focal Learning Outcome for Second Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.)

Learning Outcome 2.B. Demonstrates delivery skills appropriate to the audience and occasion.

K. Activities to Improve Instruction (Due Date: March 12, 2002)

Ridgeland Campus: Students seem to be showing some improvement in being able to deliver their speeches during the time allotted. A practice activity will be added whereby the students will split up with partners and time each other on the material they select to read. The Instructor will ask for a show of hands as to how many students were successful within the time range. The instructor will also change the order of speeches normally assigned and will include a "buddy speech" as their first speech to help students feel more comfortable. The first time students stand in front of a group they are usually more nervous and extremely anxious. Allowing them to have their buddy stand at the front of the room with them and introduce them to the class seems to alleviate some of their fears and stress. The instructor will use humor and tell them their buddy is there to hold their hand, rub their back, or catch them if they feel faint, which usually will get a few chuckles from the group.
Informal evaluations will be given to my students after their "baby speeches." ("Baby speeches" are shorter practice speeches that are not graded. Students receive check marks for these and cannot do major speeches for a grade until all baby speeches
have been completed.).
Detail explanation will be given to the students regarding the importance of having at least six practice sessions before giving a speech. One entire class period will be spent going over the Persuasive Speech Evaluation form and discussing in detail each category for evaluation.

Grenada Campus: Students will present a very informal non-graded Get Acquainted speech where they will share information about themselves with each other. This first speaking experience will be followed up with additional activities to allow practice in delivery. Each activity will be graded and students will receive grade sheets that provide impute on delivery deficiencies. These activities constitute

the following combination grade: Campaign speech-15 points; Favorite Pastime speech-27 points; Demonstration speech-48 points; 2 impromptu speeches at 5 points each for a total of 100 points. The instructor will also utilize peer evaluation of delivery. Following each speech, classmates will write one sincere, specific praise and one sincere "you need to improve the most" comment on a piece of paper and pass it to the speaker. The instructor plans to include a small group project as part of the combination grade.
The will emphasize the importance of staying within a time limit, deducting a penalty for being undertime or overtime.

Goodman Campus: The results of the assessment measure given to our students at the end of Speech 1113 fall 2001 semester showed the greatest deficiency in delivery skills. The majority of the students show problems with pronunciation and articulation stemming from their dialects. We are implementing activities and exercises that will address these areas. The instructor at the Goodman campus is planning to video each student's speech so they can view their strengths and weaknesses. He is also implementing a series of vocal exercises to strengthen the student's articulation.

REPORTING SCHEDULE
AA PROGRAM EVALUATION

A. Department Information

1. Name of Department – **Science & Mathematics**
2. Discipline/s – **Mathematics**
3. Date of this Submission –**October 12, 2002**

B. Learning Outcomes

1. Goal Number & Title –**Goal 3 Mathematics**
2. Last Date of Revision – **Fall, 1999**
3. Next Date of Revision – **Fall, 2009**

C. Evaluation Instrument/s **(Completed Spring, 2000)**

1. Description of Instrument/s –**Fourteen multiple-choice questions were developed and incorporated into the College Algebra Final Exam.**
2. Courses to Administer Instrument/s – **MAT 1313 – College Algebra**
3. Initial Date of Administration –**Spring, 2000**
4. Second Date of Administration –**Spring, 2002**
5. Next Date of Administration – **Spring, 2004**

D. Results of Initial Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2000)

Goal 3: Mathematics			
Number of Students in Study	251	**Semester/Year**	**Sp 2000**
Maximum Number of Points for Learning Outcome 3.A.			6.0
Average Score for Learning Outcome 3.A.			4.5 / **75%**
Maximum Number of Points for Learning Outcome 3.B.			4.0
Average Score for Learning Outcome 3.B.			2.9 / **72%**
Maximum Number of Points for Learning Outcome 3.C.			4.0
Average Score for Learning Outcome 3.C.			3.4 / **85%**
Maximum Number of Points for Evaluation of Goal 3.			14.0
Average Score for Goal 3.			10.8 / **77%**

E. Focal Learning Outcome for Initial Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.)

The mathematics instructors chose Learning Outcome *B*, which had a 72% performance rate, to initiate measures to improve in this area.

F. Activities to Improve Instruction (Due Date: Oct 12, 2000)

The four questions that were given on the final College Algebra exam to test learning outcome *B* were as follows:

22. Sketch the graph of $y=2x-3$

26. A projectile is fired straight up. Its height after t seconds is given by the *quadratic equation* $h(t) = -16t^2 + 64t + 8$. Find the number of seconds required for the projectile to reach its maximum height and the **maximum** height in feet.

A. 6 seconds, 184 feet B. 2 seconds, 72 feet C. 1 second, 56 feet D. 4 seconds, 8 feet

For problems # 28 and #29, a graph of a function was provided.

28. The domain of the function above is

A. $(-\infty,\infty)$ B. $(-2,1)$ C. $[3,\infty)$ D. $[-2,2]$

29. The range of the function above is

A. $[-4,4]$ B. $[-5,3]$ C. $(-\infty,3]$ D. $(-\infty,\infty)$

Question # 22 was answered with a 90% completion rate. Questions 26, 28, & 29 had lower completion rates, therefore, we developed activities that will target those questions. These activities will be given in addition to the normal assigned problems provided in the textbook.

G. Interim Report (In narrative form give the status of your activities, give a list and description of any new activities that you have implemented, and/or any data you have collected. Due Date: Oct 13, 2001)

Is able to demonstrate and apply computational skills.

A. Demonstrates basic arithmetic and algebraic skills.
B. Applies mathematical skills to other disciplines and draws conclusions from graphical presentation of data.
C. Uses mathematics to solve everyday problems.

The mathematics instructors chose Learning Outcome *B* to initiate measures to improve in this area. Activity sheets were developed to target the questions (22, 26, 28, & 29) on the final College Algebra exam that related to Outcome *B*. These activity sheets included the topics of the following:

- ✓ **Quadratic functions**
- ✓ **Determining maximum and minimum**
- ✓ **Domain and Range of functions**

The activity sheets have been implemented during the Fall 2000 and Spring 2001 semesters. The next date of administration and collection of analyzed data will be Fall 2001. At this time a comparison of data with Spring 2000 and Fall 2001 will be made.

H. Second Date of Evaluation - (Spring, 2002)

I. Results of Second Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2002)

Goal 3: Mathematics			
Number of Students in Study	275	**Semester/ Year**	**Sp 2002**
Maximum Number of Points for Learning Outcome 3.A.			6.0
Average Score for Learning Outcome 3.A.			4.36 / **72.6%**
Maximum Number of Points for Learning Outcome 3.B.			4.0
Average Score for Learning Outcome 3.B.			2.70 / **67.4%**
Maximum Number of Points for Learning Outcome 3.C.			4.0
Average Score for Learning Outcome 3.C.			3.31/ **82.7%**
Maximum Number of Points for Evaluation of Goal 3.			14.0
Average Score for Goal 3.			10.36 / **74%**

J. Focal Learning Outcome for Second Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.)

The mathematics instructors chose Learning Outcome B, which had a 67.4% performance rate, to initiate measures to improve in this area.

K. Activities to Improve Instruction (Due Date: Oct 12, 2002)

The four questions that were given on the final College Algebra exam to test learning outcome B are the same as listed in Section F of this report. As was previously reported, the concepts of domain and range along with quadratic functions continue to be an area that needs to be targeted. To address this need, we developed activities that will be conducted in addition to the normal classroom activities and assignments. One of the activity sheets is attached.

MAT 1313 Graphing Problems Date _____
Name _____

For the following, graph the graphs as a presentation to an employer. The graphs will be graded on accuracy, neatness, and presentation. Do NOT put presentation in a folder. You may staple or fold the presentation. Place your name on every sheet. Determine the domain and range and write in interval form for problems 1 – 8 .

1. **Graph** $y = x^2 - x - 6$

2. **Graph** $y = -x^2 - 4$

3. **Graph** $y = |3 - x|$

4. **Graph** $y = \sqrt{2 - x}$

5. **Graph** $y = 1 - x^4$

6. **Graph** $x = |y - 3|$

7. **Graph** $x = y^2 - y - 2$

8. **Graph** $x = \sqrt{2 - y}$

9. **Graph on the same graph:**

$y = x^2$
$y = x^2 - 4$
$y = 2x^2$
$y = 2(x^2 - 4)$
$y = -x^2 + 2$

10. **Graph on the same graph:**

$y = \sqrt{x}$
$y = 2\sqrt{x}$
$y = \sqrt{x} - 2$
$y = 2(\sqrt{x} - 2)$
$y = -(\sqrt{x} + 2)$

11. **Describe each graph of #9 such as translations, shifts, reflections, symmetries, and stretching of graphs.**

12. **Describe each graph of #10 such as translations, shifts, reflections, symmetries, and stretching of graphs.**

13. **Describe the graph of**

$y = -3(2x^2 + 5) - 2$

without graphing. Describe any translations, shifts, reflections, symmetries, and stretching of the graph.

REPORTING SCHEDULE
AA PROGRAM EVALUATION

A. Department Information

1. Name of Department – **Science and Mathematics**
2. Discipline/s – **Natural Sciences**
3. Date of this Submission – **October 12, 2002**

B. Learning Outcomes

1. Goal Number & Title – **#4, Natural Sciences - Understands the fundamental concepts and methods of the natural sciences.**
2. Last Date of Revision – **Fall, 1999**
3. Next Date of Revision – **Fall, 2009**

C. Evaluation Instrument/s (Completed Fall, 1999)

1. Description of Instrument/s – **A written multiple choice test consisting of ten questions was developed and administered at the end of the spring semester 2000.**
2. Courses to Administer Instrument/s – **BIO1134, BIO1144, BIO2414, BIO2424, BIO1114, CHE1223, PHY2254**
3. Initial Date of Administration – **Spring 2000**
4. Second Date of Administration – **Spring, 2002**
5. Next Date of Administration – **Spring, 2004**

D. Results of Initial Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2000)

Goal 4: Natural Sciences			
Number of Students in Study	284	Semester/Year	**Sp/2000**
Maximum Number of Points for Learning Outcome 4.A.			3.0
Average Score for Learning Outcome 4.A.			2.7/90%
Maximum Number of Points for Learning Outcome 4.B.			5.0
Average Score for Learning Outcome 4.B.			2.9/57%
Maximum Number of Points for Learning Outcome 4.C.			2.0
Average Score for Learning Outcome 4.C.			1.2/59%

Maximum Number of Points for Evaluation of Goal 4.	10.0
Average Score for Goal 4.	6.8/67%

E. Focal Learning Outcome for Initial Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.)

The science instructors chose Learning Outcome *B* (57% performance rate) and Learning Outcome *C* (59% performance rate) to initiate measures to improve in these areas.

F. Activities to Improve Instruction (Due Date: Oct 12, 2000)

Each faculty member will attempt to improve critical thinking skills in each course taught. This will be accomplished by presenting various problem situations and directing the students through a logical sequence of steps using the basic format of the scientific method. The students will arrive at tentative solutions and evaluate the plausibility of such solutions by using appropriate questioning to have the students look critically at their conclusions.

Each science teacher will modify (expand, spend more time) one or more lab periods to provide additional emphasis and drill on the graphical presentation, interpretation, and development of the math models that can be used to represent the data displayed graphically. Graphs from various data sources will be made by the students and the instructor will guide the students through the development of the mathematical equations that can be derived from basis math principles.

G. Interim Report (In narrative form give the status of your activities, give a list and description of any new activities that you have implemented, and/or any data you have collected. Due Date: Oct 13, 2001)

Understands the fundamental concepts and methods of the natural sciences.

A. Demonstrates knowledge of the applications and limitations of the scientific method of inquiry and recognizes a properly designed scientific study.
B. Demonstrates critical thinking and problem solving skills.
C. Demonstrates ability to interpret mathematical and graphical presentation of scientific information.

Each faculty member is attempting to improve critical thinking skills in each course taught. This is accomplished by presenting various problem situations and directing the students through a logical sequence of steps using the basic format of the scientific method.

Science instructors have developed a series of exercises on graphical presentation and interpretation of data and have incorporated them in their science curriculum.

The evaluation instrument will be administered in Spring 2002 to assess the outcome of these corrective measures.

H. Second Date of Evaluation - (Spring, 2002)

I. Results of Second Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2002)

Goal 4: Natural Sciences			
Number of Students in Study	377	Semester/Year	**Sp/2002**
Maximum Number of Points for Learning Outcome 4.A.			3.0
Average Score for Learning Outcome 4.A.			2.73/91%
Maximum Number of Points for Learning Outcome 4.B.			4.0
Average Score for Learning Outcome 4.B.			3.32/58%
Maximum Number of Points for Learning Outcome 4.C.			3.0
Average Score for Learning Outcome 4.C.			1.74/58%
Maximum Number of Points for Evaluation of Goal 4.			10.0
Average Score for Goal 4.			6.79/67.9%

J. Focal Learning Outcome for Second Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.)

The science instructors chose Learning Outcome *C* (58% performance rate) to initiate measures to improve in this area.

K. Activities to Improve Instruction (Due Date: Oct 12, 2002)

Each science teacher will modify (expand, spend more time) one or more lab periods to provide additional emphasis and drill on the graphical presentation, interpretation, and development of the math models that can be used to represent the data displayed graphically. The students will make graphs from various data sources and the instructor will guide the students through the development of the mathematical equations that can be derived from basic math principles.

In addition, students will view the video, *Scientific Graphs: How to Make Them-How to Make Sense of Them* and complete the ancillary exercises.

REPORTING SCHEDULE
AA PROGRAM EVALUATION

A. Department Information

1. Name of Department – **Social Science**
2. Discipline/s – **History**
3. Date of this Submission – **October 12, 2002**

B. Learning Outcomes

1. Goal Number & Title – **Goal 5: Recognizes and comprehends differences among cultures and the significance of the arts and humanities.**
2. Last Date of Revision – **Fall, 1999**
3. Next Date of Revision – **Fall, 2009**

C. Evaluation Instrument/s (Completed Fall, 1999)

1. Description of Instrument/s – **Ten question exam**
2. Courses to Administer Instrument/s – **His 1123 Western Civilization & 2223 American History**
3. Initial Date of Administration – **Spring 2000**
4. Second Date of Administration – **Spring 2002**
5. Next Date of Administration – **Spring 2004**

D. Results of Initial Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2000)

Goal 5: SS/BS, Hum, Fine Arts (History)			
Number of Students in Study	487	Semester/Year	Sp. 2000
Maximum Number of Points for Learning Outcome 5A.			**1**
Average Score for Learning Outcome 5.A.			**.66 /66%**
Maximum Number of Points for Learning Outcome 5.B.			**2**
Average Score for Learning Outcome 5.B.			**.99 /49%**
Maximum Number of Points for Learning Outcome 5.C.			**5**
Average Score for Learning Outcome 5.C.			**3.79 /76%**
Maximum Number of Points for Learning Outcome 5.D.			**2**
Average Score for Learning Outcome 5.D.			**.82 /41%**
Maximum Number of Points for Evaluation of Goal 5.			**10**
Average Score for Goal 5.			**6.26 /63%**

E. Focal Learning Outcome for Initial Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.) **Learning Outcome 5.D. Demonstrates knowledge of cultural values as articulated in artistic expression.**

F. Activities to Improve Instruction (Due Date: Oct 12, 2000) **History instructors will place additional emphasis on cultural movements that run through the periods covered in the courses taught. Lectures will be supplemented with slides and videos when possible. We will retest in the spring of 2002.**

G. Interim Report (In narrative form give the status of your activities, give a list and description of any new activities that you have implemented, and/or any data you have collected. Due Date: Oct 13, 2001) **The results of the assessment measure given to our students in the spring of 2000 indicated that their greatest weakness was in recognizing and comprehending differences among cultures and understanding the significance of the arts and humanities. The assessment was given to Western Civilization II (HIS 1123) and American History II (HIS 2223) classes.**

History instructors at all three campuses devised activities designed to rectify these weaknesses.

In Grenada teacher A includes relevant details about artistic trends and iconography that helps to illuminate or underscore the period or the events and people covered. He incorporates paintings such as West's " The Death of Wolfe " and David's " Bonaparte Crossing the St. Bernard " to begin a discussion of art as a way of shaping áttitudes and reflecting a society's values. He uses the Romantics as a contrast to some of the American art and literature of the period fitting them in during discussions of the Transcendental movement.

In Goodman teacher B incorporates films to accentuate various cultural periods.

Teacher C, also in Goodman, emphasizes various religious movements and their impact on the development of American culture.

In Ridgeland teacher D has placed additional emphasis on American authors by adding lecture material and making reading assignments on the subject. He also developed a short slide presentation detailing 20th century American artists. In Western Civilization II he reworked his lecture on Romanticism and added a slide presentation. He intends to make it into a power point presentation.

Teacher E, also in Ridgeland, developed slide presentations which cover various periods throughout Western Civilization I & II. These presentations allow the student to visually experience the wonders of art and architecture through time. The presentations include views of Egyptian, Greek, Roman, Medieval,

Renaissance, Baroque, Neoclassical, Romantic, Realist, Impressionist, and Modern art. Teacher E tries to relate the artistic trends to events and figures covered in the course.

H. Second Date of Evaluation - (Spring, 2002)

I. Results of Second Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2002)

Goal 5: SS/BS, Hum, Fine Arts (History)			
Number of Students in Study	576	**Semester/Year**	Sp. 2002
Maximum Number of Points for Learning Outcome 5A.			1
Average Score for Learning Outcome 5.A.			0.595/**59.5%**
Maximum Number of Points for Learning Outcome 5.B.			2
Average Score for Learning Outcome 5.B.			0.800/**40.0%**
Maximum Number of Points for Learning Outcome 5.C.			5
Average Score for Learning Outcome 5.C.			3.58/**71.6%**
Maximum Number of Points for Learning Outcome 5.D.			2
Average Score for Learning Outcome 5.D.			1.09/**54.7%**
Maximum Number of Points for Evaluation of Goal 5.			10
Average Score for Goal 5.			6.06 /**60.6%**

J. Focal Learning Outcome for Second Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.)

Outcome 5.B. Recognizes the cultural heterogeneity of the United States by demonstrating knowledge of its racial, ethnic, and religious diversity.

K. Activities to Improve Instruction (Due Date: Oct 12, 2002)

The results of the assessment measure given to our students in the spring of 2002 indicated that their greatest weakness was in recognizing the cultural heterogeneity of the United States by demonstrating knowledge of the racial, ethnic, and religious diversity.

Instructors of American History at all three campuses devised activities designed to rectify these weaknesses.

In Ridgeland teacher A has begun to emphasize in his lectures the cultural interaction between native Americans and the European settlers and how the different Indian tribes lived. He also places more emphasis on the different

religious groups during the colonial era. The interaction between slaves and whites before and after the Civil War is also discussed in detail as is the world that African Americans built for themselves in this country. Discussion of other groups like the Scotch-Irish the Germans, and the Irish is also undertaken as is the immigration wave of the early 20th century. Teacher A also will spend a great deal of time discussing the Plains Indians during the Westward Expansion. The early Black American movements such as Booker T. Washington, W. E.B. Du Bois, and Marcus Garvey will be discussed in detail as will be the modern Civil Rights Movement. Teacher A also will continue utilizing a slide presentation illustrating artists such as Homer, West, Leutze, Bierstadt, Remington, and Audubon. He also discusses many writers from Ann Bradstreet to Ernest Hemmingway.

In Goodman teacher B will put more emphasis on the early American religious movements, the Civil Rights Movement, and slavery. He shows two films produced by Dallas Community College on slavery and the Civil War.

In Grenada teacher C will emphasize how religious tolerance was such a new and different idea as the United States was being founded and he will also try to tie that into the occurrences of September 2001. He will also demonstrate how religion has motivated states to make decisions and take certain actions. He also emphasizes how many religious sects left Europe because of religious intolerance and became very intolerant themselves once they arrived in America. He also explores pre-Columbian Indian life and society and compares it to Indian life after the arrival of Europeans. African American history is emphasized during discussions of the Jacksonian Era and the pre-Civil War and Reconstruction periods. Civil Rights also is stressed in discussions of the 1920's and 1950's and 1960's. The Harlem Renaissance and the different strains of Black leadership from Marcus Garvey to W.E.B. Du Bois to Martin Luther King are all discussed. Teacher C also discusses the role of women from the Colonial period through the suffragette movement to the present.

REPORTING SCHEDULE
AA PROGRAM EVALUATION

A. Department Information

1. Name of Department – **Social Sciences**
2. Discipline/s – **Sociology**
3. Date of this Submission – **October 12, 2002**

B. Learning Outcomes

1. Goal Number & Title – **Social/Behavioral Sciences, Humanities, and Fine Arts**
2. Last Date of Revision – **Fall, 1999**
3. Next Date of Revision – **Fall, 2009**

C. Evaluation Instrument/s (Completed Fall, 1999)

1. Description of Instrument/s – **Ten Question Multiple Choice Test**
2. Courses to Administer Instrument/s – **SOC 2113-Introduction to Sociology**
3. Initial Date of Administration – **Spring 2000**
4. Second Date of Administration – **Spring 2002**
5. Next Date of Administration – **Spring 2004**

D. Results of Initial Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2000)

Goal 5: SS/BS, Hum, Fine Arts (Sociology)			
Number of Students in Study	99	**Semester/Year**	Sp. 2000
Maximum Number of Points for Learning Outcome 5A.			8
Average Score for Learning Outcome 5.A.			6.63 /**83%**
Maximum Number of Points for Learning Outcome 5.B.			2
Average Score for Learning Outcome 5.B.			1.78 /**89%**
Maximum Number of Points for Evaluation of Goal 5.			10
Average Score for Goal 5.			8.41 /**84%**

E. Focal Learning Outcome for Initial Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.)
5A. Distinguish One Culture from Another.

F. Activities to Improve Instruction (Due Date: Oct 12, 2000)

The sociology instructors will develop activities so that students will recognize elements of different cultures and thus distinguish one culture from another. A few examples of the activities are:
(1) Students will collect data regarding culture in their surroundings.
(2) Define certain terms relative to culture.

G. Interim Report (In narrative form give the status of your activities, give a list and description of any new activities that you have implemented, and/or any data you have collected. Due Date: Oct 13, 2001)

It was found that the area most deficient in sociology was that the student was unable to recognize the concept of culture and key factors that distinguish one culture from another.
In order to correct this and learn more about culture, develop oral presentation skills and create a more student-centered classroom, the students were given an outside project.
Each student was given a form to fill out by collecting information about what two students have in his or her rooms. The central objective for this topic was to figure out something about student culture based on the contents of the rooms. What do the material objects in the rooms tell about young people in America today (in other words, likes and dislikes, values, beliefs, and so on)? Are there patterns based on race, ethnicity, gender or social class? The student orally reported on findings and discussions followed.
In our discussion of sociological perspective we studied the relationship between culture and behavior. When we considered that different cultures have different norms for behavior, then it becomes easier for us to understand why people of different cultures act the way they do.
The purpose of this exercise was to help see the difference between taking an ethnocentric and a culturally relativistic view of behavior. The students wrote their response to the questions and shared the responses with the class for discussion.
A passage was given to the students to read. After reading the passage the students answered the following questions: 1) define ethnocentric, 2) define cultural relativism, 3) in a paragraph write an ethnocentric interpretation of the parents' action from the passage, 4) in a paragraph, write a culturally relativistic interpretation of the parents' action in the passage.

H. Second Date of Evaluation - (Spring, 2002)

I. Results of Second Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2002)

Goal 5: SS/BS, Hum, Fine Arts (Sociology)			
Number of Students in Study	109	**Semester/Year**	Sp. 2002
Maximum Number of Points for Learning Outcome 5A.			8
Average Score for Learning Outcome 5.A.			7.35 /**91.9%**
Maximum Number of Points for Learning Outcome 5.B.			2
Average Score for Learning Outcome 5.B.			1.15/**57.5%**
Maximum Number of Points for Evaluation of Goal 5.			10
Average Score for Goal 5.			8.50 /**85.0%**

J. Focal Learning Outcome for Second Evaluation

K. Activities to Improve Instruction (Due Date: Oct 12, 2002)
5B. Recognizes the cultural heterogeneity of the United States by demonstrating knowledge of its racial, ethnic, and religious diversity.

In regard to Goal 5B on the AA questionnaire, the Goodman instructor will have two activities that will be including in Introduction To Sociology class to help improve student's awareness of the cultural, racial, ethnic, and religious diversity within the United States.

1. **A guest speaker will speak on racial and cultural diversity in our country. Questions from the lecture will be given at the conclusion.**

2. **Often the focus is on the prejudice and discrimination that occur when people who differ by race or ethnicity come in contact with each other. Prejudice ignores the individual and his particular qualities or characteristics and groups him with others who happen to have the same skin color, the same religious beliefs, come from same part of the country or world, or have some other characteristic in common. Students will be given an excerpt of the book Black Like Me , written by John Griffin. Griffin is a white man who temporarily darkened his skin with chemicals and then traveled through the Deep South as a black. It will be discussed and a test will be given.**

On the Ridgeland campus the instructor will conduct the following activities.

1. **The Social Science Forum will be hosting a cultural Awareness Fair during the month of November. This will help students become familiar with cultural**

diversity within the United States. The classes will be required to attend. Students will be given a questionnaire following each culture represented.

2. **The instructor will place students in groups and assign different religions to discuss and research. These topics will be included on the chapter test.**

3. **The instructor will ask a guest speaker to talk on racial and ethnic diversity in our country. Questions from the lecture will be included on the chapter test.**

REPORTING SCHEDULE
AA PROGRAM EVALUATION

A. Department Information

1. Name of Department - **Fine Arts**
2. Discipline/s - **Music**
3. Date of this submission – **October 12, 2002**

B. Learning Outcomes

1. Goal Number & Title – **Goal 5: Recognizes and comprehends differences among cultures and the significance of the arts and humanities.**
2. Last Date of Revision – **Fall, 1999**
3. Next Date of Revision – **Fall, 2009**

C. Evaluation Instrument/s (Completed Fall, 1999)

1. Description of Instrument/s -- **A 10-question test administered to Music Appreciation students at the end of the semester; questions taken from all Music App. final exams.**
2. Courses to Administer Instrument/s – **Music Appreciation**
3. Initial Date of Administration – **Spring 2000**
4. Second Date of Administration – **Spring 2002**
5. Next Date of Administration – **Spring 2004**

D. Results of Initial Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2000)

Goal 5: SS/BS, Hum, Fine Arts (Music)			
Number of Students in Study	26	**Semester/Year**	Sp. 2000
Maximum Number of Points for Learning Outcome 5A.			3
Average Score for Learning Outcome 5.A.			2.31/ **77%**
Maximum Number of Points for Learning Outcome 5.B.			4
Average Score for Learning Outcome 5.B.			2.73/ **68%**
Maximum Number of Points for Learning Outcome 5.C.			1
Average Score for Learning Outcome 5.C.			.77 / **77%**
Maximum Number of Points for Learning Outcome 5.D.			3
Average Score for Learning Outcome 5.D.			1.73/**58%**

Maximum Number of Points for Evaluation of Goal 5.	11
Average Score for Goal 5.	7.54/**69%**

E. Focal Learning Outcome for Initial Evaluation – **5D: Demonstrates knowledge of cultural values as articulated in artistic expression.**

F. Activities to Improve Instruction – **Each instructor will devote one class period to teaching multicultural music and how each make a statement about the time and place in which it was written. A short test will be administered at the end of this class period to determine if the class understands cultural values articulated in art.**

G. Interim Report (In narrative form give the status of your activities, give a list and description of any new activities that you have implemented, and/or any data you have collected. Due Date: Oct 13, 2001)

Currently there are five classes of music appreciation under three instructors. Within the next four weeks, they will devote one class period to teaching music as it relates to specific cultures. Dept. chair has emailed them a reminder of this responsibility in September and on October 25, 2001, has asked an instructor to work with the other instructors and oversee the completion of this task as described above.
A faculty recital was held October 2, 2001, in the Montgomery Fine Arts Auditorium presenting music, drama, and art of the French to further support cultural education.

H. Second Date of Evaluation - (Spring, 2002)

I. Results of Second Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2002)

Goal 5: SS/BS, Hum, Fine Arts (Music)			
Number of Students in Study	114	**Semester/Year**	Sp. 2002
Maximum Number of Points for Learning Outcome 5A.			3
Average Score for Learning Outcome 5.A.			2.72/ **91%**
Maximum Number of Points for Learning Outcome 5.B.			4
Average Score for Learning Outcome 5.B.			3.68/ **92%**
Maximum Number of Points for Learning Outcome 5.C.			1
Average Score for Learning Outcome 5.C.			.89 / **89%**
Maximum Number of Points for Learning Outcome 5.D.			3
Average Score for Learning Outcome 5.D.			2.63/**88%**

Maximum Number of Points for Evaluation of Goal 5.	11
Average Score for Goal 5.	9.93/**90%**

J. Focal Learning Outcome for Second) – **5D: Demonstrates knowledge of cultural values as articulated in artistic expression.**

K. Activities to Improve Instruction (Due Date: Oct 12, 2002)

1. **A full faculty recital will be presented on October 8, 2002, in the Montgomery Fine Arts Auditorium promoting the music, art, and drama of Italy to support the cultural education of music students and music appreciation students at Holmes Community College. Attendance is warranting annual concerts. In 2003 the faculty plans to continue performing the recital, which has proven to be popular and is an excellent way to reinforce cultural instruction.**
2. **In the fall of 2004, the music appreciation teachers will place emphasis on the final sections of the text that include instruction and listening examples of Jazz and other genres of American music, contrasting the m with the music of other cultures. Rearranging the chapters and giving this instruction earlier in the semester will accomplish this emphasis. Each instructor should keep a record of their instructional schedule and any other materials used in this activity. (Music appreciation instructors may omit the chapters recommended by the publisher/author of the text to allow more time for this activity.)**

REPORTING SCHEDULE
AA PROGRAM EVALUATION

A. Department Information

1. Name of Department – **Fine Arts**
2. Discipline/s – **Visual Arts**
3. Date of this Submission – **October 12, 2002**

B. Learning Outcomes

1. Goal Number & Title – **Five, Visual Arts**
2. Last Date of Revision – **Fall, 1999**
3. Next Date of Revision – **Fall, 2009**

C. Evaluation Instrument/s (Completed Fall, 1999)

1. Description of Instrument/s – **Ten Multiple Choice Questions**
2. Courses to Administer Instrument/s – **ART 1113-Art Appreciation**
3. Initial Date of Administration – **Spring 2000**
4. Second Date of Administration – **Spring 2002**
5. Next Date of Administration – **Spring 2004**

D. Results of Initial Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2000)

Goal 5: SS/BS, Hum, Fine Arts (Visual Arts)			
Number of Students in Study	27	**Semester/Year**	**Sp. 2000**
Maximum Number of Points for Learning Outcome 5.D. (Cultural Values in Artistic Expression)			10
Average Score for Learning Outcome 5.D.			8.67 /**87%**
Maximum Number of Points for Evaluation of Goal 5.			10
Average Score for Goal 5.			8.67 /**87%**

E. Focal Learning Outcome for Initial Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.)

Learning Outcome 5D. Cultural Values in Artistic Expression

F. Activities to Improve Instruction (Due Date: Oct 12, 2000)

1. **Each student will build a vessel from clay to fully understand how the native people of many countries in the world made their own utilitarian objects.**
2. **Students will be asked to visit the sit www.artcyclopedia.com to research popular artists.**
3. **A list of movies about artists' lives will be supplied to the student for their review.**

G. Interim Report (In narrative form give the status of your activities, give a list and description of any new activities that you have implemented, and/or any data you have collected. Due Date: Oct 13, 2001)

1. **In order for students in the art program to fully understand how the native people of many countries in the world made their own utilitarian objects, it was proposed that each one of them construct a vessel from clay. The Art Education and Sculpture classes constructed pinch pots, the oldest method used for making said objects. The pots were fired and glazed. We have now implemented the making of hand-made tiles in Drawing II and Sculpture.**
2. **In Art Appreciation and Painting I & II, the students were asked to visit the site www.artcyclopedia.com to research popular artists. The Art Appreciation class was asked to write a paper on one of the artist they found. The painting students were asked to render a reproduction of one of the researched artists. In the future, appropriate sites will be given for the students to go to for research.**
3. **For Art Appreciation, Art History, Design I & II, Drawing I & II, and Painting I & II, students were to be given a list of videos to review on artists' lives. Because of the non-availability of these videos to the populace market, we decided to show these videos in the respective classes. Videos on Dali, Michaelangelo, Da Vinci, O'Keefe, Van Gogh, and Kahlo, to name a few, were and are continued to be shown to the classes.**

H. Second Date of Evaluation - (Spring, 2002)

I. Results of Second Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2002)

Goal 5: SS/BS, Hum, Fine Arts (Visual Arts)			
Number of Students in Study	27	**Semester/Year**	**Sp. 2002**
Maximum Number of Points for Learning Outcome 5.D.			10
Average Score for Learning Outcome 5.D.			7.59 /**75.9%**
Maximum Number of Points for Evaluation of Goal 5.			10
Average Score for Goal 5.			7.59/**75.9%**

J. Focal Learning Outcome for Second Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.)

Learning Outcome 5D. Cultural Values in Artistic Expression

K. Activities to Improve Instruction (Due Date: Oct 12, 2002)

1) **Students will construct clay pinch pots and hand-made tiles in Drawing II; Sculpture I & II; Art for Elementary Teachers. This activity will impart knowledge and hands on experience to the students about people in ancient civilizations who constructed their own drinking and eating vessels/utensils.**

2) **Websites for visual arts will be given to Art Appreciation/Art History classes. This improves knowledge of artists' works and aids in higher scores on written tests as outlined in © Evaluation Instrument—Ten Multiple Choice Questions.**

3) **Videos will be presented in the classroom setting about visual artists' lives in Art Appreciation; Art History; Design I & II; Painting I & II. This will enable the student to compare their works with the more well known artists of historical periods and importance; hence, through reproduction of said works, teach them to appreciate different genres of visual art.**

REPORTING SCHEDULE
AA PROGRAM EVALUATION

A. Department Information

1. Name of Department – **Science & Mathematics**
2. Discipline/s – **Computer Science**
3. Date of this Submission – **October 12, 2002**

B. Learning Outcomes

1. Goal Number & Title – **#6: Computer Science**
2. Last Date of Revision – **Fall 1999**
3. Next Date of Revision – **Fall 2009**

C. Evaluation Instrument/s (Completed Fall, 1999)

1. Description of Instrument/s – **Terminology test, Word Processing test, Internet test**
2. Courses to Administer Instrument/s – **CSC 1113, CSC 1123**
3. Initial Date of Administration – **Spring 2000**
4. Second Date of Administration – **Spring 2002**
5. Next Date of Administration – **Spring 2004**

D. Results of Initial Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2000)

Goal 6: Computer Science			
Number of Students in Study	141	Semester/Year	Spring/2000
Maximum Number of Points for Learning Outcome 6.A. (Terminology)			100
Average Score for Learning Outcome 6.A.			75/75%
Maximum Number of Points for Learning Outcome 6.B. (Word Processing)			100
Average Score for Learning Outcome 6.B.			91/91%
Maximum Number of Points for Learning Outcome 6.C. (Internet)			100
Average Score for Learning Outcome 6.C.			94/94%
Maximum Number of Points for Evaluation of Goal 6.			300
Average Score for Goal 6.			260/87.0%

E. Focal Learning Outcome for Initial Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.)

Learning Outcome 6.A.: Terminology

F. Activities to Improve Instruction (Due Date: **Feb. 15, 2001**)

In focusing on learning outcome 6.A. (Terminology), instructors Robert Harris and Elizabeth Spooner performed item analyses of the student tests to determine the questions with which the students demonstrated the most difficulty. It was also decided that because the test instrument had never been used before and was not a standardized test, the entire test should be reviewed for any ambiguities and/or invalid questions. During this review process, it was found that the majority of items were, in fact, valid and that only minor changes to a few questions would be required. The instructors felt that the necessary test changes should be implemented and the test administered to the Fall 2000 students in order to have two sets of data to compare. With only slight test modification, the instructors should be able to compare the two sets of data and determine which problem areas the two groups had in common. In Spring 2001, results will be compared to formulate activities based on these common problem areas. These activities will be carried out until the next complete AA test evaluation to be performed in the Spring 2002 semester. A copy of the updated test and a sample of any associated activity based on test results will be submitted to the Academic Dean's office in Spring of 2001.

G. Interim Report (In narrative form give the status of your activities, give a list and description of any new activities that you have implemented, and/or any data you have collected. Due Date: **Oct. 13, 2001**)

Is competent in the basic use of computers.

A. Demonstrates knowledge of basic computer terminology.
B. Demonstrates ability to run a word processing program to produce a standard document.
C. Demonstrates ability to use the Internet.

In Fall 2000, the terminology portion of the computer science objective was re-administered to a sample population of CSC 1113 and CSC 1123 students in an attempt to normalize the test questions. The results that were obtained (73%) were fairly consistent with the Spring 2000 results (75%) with a difference of only 2%. Based on these results, the computer science instructors decided that to reinforce the terminology of each chapter/project, the end-of-chapter/project exercises, which deal with terminology, should be reviewed in class rather than simply being assigned. It was thought that possibly students were ignoring these review questions since they were assigned as independent work and never

covered in class. These review questions are designed to reinforce chapter/project objectives and prepare students for terminology portions of tests. The instructors were also given the option of having students submit written copies of the review questions in conjunction with the in-class review. The next test date for AA Program evaluation of computer science is slated for Spring 2002.

H. Second Date of Evaluation - **Spring 2002**

I. Results of Second Evaluation (Demonstrate in table form the identification number of Learning Outcomes, name of Learning Outcomes and scores. Due Date: August 15, 2002)

Goal 6: Computer Science			
Number of Students in Study	161	Semester/Year	Spring/2002
Maximum Number of Points for Learning Outcome 6.A. (Terminology)			**100**
Average Score for Learning Outcome 6.A.			**76/76%**
Maximum Number of Points for Learning Outcome 6.B. (Word Processing)			**100**
Average Score for Learning Outcome 6.B.			**90/90%**
Maximum Number of Points for Learning Outcome 6.C. (Internet)			**100**
Average Score for Learning Outcome 6.C.			**89/89%**
Maximum Number of Points for Evaluation of Goal 6.			**300**
Average Score for Goal 6.			**255/85.0%**

J. Focal Learning Outcome for Second Evaluation (Focus on the Results of Evaluation. Select your Focal Learning Outcome based upon the lowest area/s.)

Learning Outcome 6.B: Word Processing

K. Activities to Improve Instruction (Due Date: Oct 12, 2002)

Upon completing data analysis for the Spring 2002 results, a slight increase was noted in the area of terminology. Statistically, however, this increase may be negligible because of the fact that two completely different groups of students were tested (Spring 2000 and Spring 2002). The computer science instructors will continue to cover, in class, any end of the chapter exercises dealing with terminology in order to reinforce necessary concepts. This being the case, the computer science instructors feel that the area of terminology will most likely always be the area where students have the greatest deficiency. This is, by far, the most difficult of the three tests administered requiring an obligation on the part of

the student in order to commit these terms to memory. The terminology area may be revisited at a future time. With this said, the computer science instructors have decided to focus on another area for this cycle where a deficiency has been observed. A slight decrease was noted in the scores on the word processing test. The area where students seemed to have the most trouble, both in Spring 2000 and Spring 2002, was with the creation and formatting of tables. Because of this problem, the computer science instructors have decided to incorporate an additional table exercise into their curriculum. Each instructor will develop for their students an exercise that should cover the basics of simple table insertion, table data entry, and table formatting. It is hoped that through this exercise, in conjunction with textbook exercises currently being assigned, that the students will have a greater understanding and working knowledge of the table development process.

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